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ABSTRACT

During 1991-92, South Central Community College (SCCC), in Connecticut, administered student experience questionnaires to 600 students who were to graduate in June 1991 or were enrolled in fall 1991 and spring 1992 credit courses. The questionnaire sought information on student background, program of study, courses taken, activities, perceptions of the campus environment, and estimate of gains. An analysis of survey results, based on 208 usable responses, indicated the following: (1) respondents were 28% male and 72% female, roughly matching the student body; (2) African-American and Hispanic respondents comprised 31.1%, slightly more than their percentage of college-wide enrollment, while Whites comprised 65.8%, less than in the total enrollment; (3) one quarter of the respondents (25.5%) reported that they were not working, while 46% were working 30 hours a week or less; (4) of those working, 41% said that the job did not interfere with school work; (5) 71.3% were working toward an Associate Degree, 69.7% planned to transfer, and 36% were enrolled in occupational programs; (6) with respect to class related activities, 65.8% indicated that they summarized major points in class or readings and 62.1% that they often participated in class discussions; (7) 45.9% indicated that they often used the library as a quiet place; (8) more than 45% indicated they never have serious discussions with foreign students or students with different political opinions or religious beliefs; (9) 43.7% stated that they had gained some information about career opportunities at SCCC; (10) 68.7% said that they had gained very little with respect to speaking another language; and (11) 68.9% indicated that they would attend South Central again. (KP)

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ED 375 885

ASSESSMENT REPORT

92-1

COMMUNITY COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

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ASSESSMENT REPORT # 92-1

COMMUNITY COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

During 1991-92, the Community College Student Experiences Questionnaire (CCSEQ) was administered to students who would graduate in June 1991 and students enrolled in fall 1991 and spring 1992 credit courses (day and evening). A total of 208 surveys out of 600 (35%) were processed.

The CCSEQ survey instrument itself is divided into six sections: Background, College Program, College Courses, College Activities, College Environment, and Estimate of Gains. Its main purpose is to learn how our students spend their time to enable faculty and administrators to provide programs which will benefit student learning and development within the college experience.

The percentages presented throughout this report are based on valid responses, i.e., respondents who did not answer a particular question are excluded from the base.

Background: The percentage of male/female respondents (28%/72%) was about the same as the institutional enrollment. The percentage by ethnicity of the respondents showed higher percentage by African-American and Hispanic (31.1%) than for the college (23.7%) and lower for Caucasians (65.8%) than for the college (71.2%); Asian-American was the same (1.5%). Age distribution of the respondents showed slightly higher under 20 (10.4% v. 14.8%), slightly lower 20-39 (64.7% v. 66.9%) and about the same over 40 (28.9% v. 28.3%) than for the college. Sixteen percent of the respondents indicated their native language was not English.

One quarter (25.5%) of the respondents indicated they were not working. This is slightly higher than the 17% of graduates who indicated on the annual graduate survey they were not working. Forty-six percent indicated they were working 30 hours a week or less; 28.5% were working 31 hours a week or more. Of those working, 41% said the job does not interfere with school work; 42% said the job takes some time from school work; 17% said the job takes a lot of time from school work.

When asked about the affect of family on school work, 27% indicated no family responsibilities; 33% indicated responsibilities do not interfere with school work, 27% indicated family takes some time, 12% indicated family takes a lot of time.

College Program: As mentioned above, this survey was administered to potential 1991 graduates and students enrolled during 1991-92. Almost one-quarter (22.3%) had taken 46 or more credits; 17.3% had taken 31-45 credits, 18.3% had taken 16-30 credits, and 42.1% had taken fewer than fifteen credits. More than 40% were enrolled full time; 35% were taking fewer than six credits.

Almost two-thirds (63.3%) attended day only; 26% indicated they attend both day and evening. Again almost two-thirds (65.3%) indicated that most of their grades were B or higher; 8.2% indicated that they had no prior grades. More than half the respondents (52%) said their most important reason for attending was to transfer (this compares to 36-40% on previous graduate surveys); more than one-third indicated obtaining skills for a new job as their reason. Other reasons include acquire job related skills, personal interest or basic skills.

Forty percent indicated they spend no time on campus when they are not in class; 30% indicated 1-3 hours per week. Only 12% indicated they spent more than 10 hours per week on campus outside of class.

College Courses: This section deals with the number of courses taken in disciplinary clusters. The following table displays the **percentage** responses:

Discipline	None	One	More than 1
Natural Sciences	54.9	22.3	22.8
Social Sciences	28.4	27.3	44.3
Fine Arts	77.9	16.8	5.3
College Math	34.0	39.8	26.2
English Composition	21.9	37.5	40.6
Humanities	54.9	20.2	24.9
Foreign Language	80.4	12.7	6.9
Speech Communications	48.7	42.9	8.5
Computer Science	73.5	20.5	5.9

Other programmatic responses indicate that 71.3% are working toward an Associate Degree, 69.7% plan to transfer and about 36% are enrolled in an occupational program.

College Activities: In this section respondents were asked how often (Never, Occasionally, Often, Very Often) they had undertaken an activity in 12 general areas. Each general area will be presented with its interpreted mean score; individual activities will follow according to the most significant responses.

Course Activities: on a scale from 10 (all Never) to 40 (all very often) the mean score was 25, which corresponds to more than Occasionally, but less than Often. Most scores fall into the 22-27 range, with the median score at 25 and the modal score at 22.

Often/Very Often

- 62.1% indicated they participated in class discussions
- 59.0% worked on a paper; combining ideas from class and/or reading
- 65.8% summarized major points in class or readings
- 46.1% asked questions about points made in class or readings
- 48.4% applied concepts to other problems
- 46.1% compared/contrasting points of view

Occasionally

- 49.7% explained material to students
- 49.7% considered the accuracy of information
- 48.0% did additional readings
- 45.4% studied with other students

Library Activities: on a scale of 7 to 28, the mean score in this area was 13.6 (occasionally = 14). Of 188 respondents to this section, 24 (12.8%) Never used the library. This was the most frequent single response. The median response was 14. This low overall response will tend to skew the individual questions.

Often/Very Often

- 45.9% used the library as a quiet place

Occasionally

- 41.8% used the card catalog
- 39.4% prepared references for a paper
- 40.1% asked a librarian for help

Never

- 44.9% read newspapers, etc in the library
- 49.0% checked out books
- 49.0% found material by browsing

Faculty: On a scale from 8 to 32, the mean response was 15.6 (Occasionally = 16). Most scores were in the 10-18 range with the median at 15 and the mode at 16.

Occasionally

- 54.7% asked instructor for information
- 51.1% talked briefly with instructor after class
- 54.2% discussed ideas for term paper with instructor
- 43.1% discussed career plans
- 53.4% discussed comments on test or paper
- 42.1% talked informally with instructor (40.5% Never did)

Never

- 52.1% made appointment to meet with instructor
- 48.4% discussed personal issues with instructor

Student Acquaintances: On a scale of 6 to 24, the mean response was 11.4; the median was 11; the mode was 6 (Never). The operative introductory phrase for all questions was "Had Serious Discussions With:"

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Occasionally

- 44.7% Older/younger students
- 39.8% students of different ethnic/cultural backgrounds (31.9% said Never; 28.7% Often/Very Often)
- 47.9% students having very different personal values

Never

- 46.0% students having different political opinions
- 48.9% students having different religions beliefs
- 45.3% students from a foreign country

Art, Music, Theater Activities: On a scale of 6 to 24, the mean response was 7.8 with almost half (46.2%) Never involved in any activity in this section. More than three-quarters (77.6%) Never talked about art with other students; 56.8% never talked about music (almost one-third, 31.8%, occasionally); and 62.4% never talked about theater. Eighty-four percent never attended an art exhibit on campus, 87% never attended a campus concert and 85.9% never attended a theater production (play, dance, etc) on campus.

Experiences in Writing: On a scale of 8 to 32, the mean response was 21.3 (Often = 24); the median was 21, the mode was 20. Most of the responses were in the 19-25 range.

Often/Very Often

- 69.1% used a dictionary or thesaurus
- 57.6% prepared an outline to organize ideas
- 73.6% thought about grammar, word choice, sentence/paragraph structure while writing
- 75.6% wrote a rough draft and revised

- 45% used a word processor to write or type paper (36.3% never used a computer)
- 46.6% asked other people to read their work for clarity
- 54.4% spent at least five hours writing a paper

39.1% Occasionally asked the instructor for advice on improving writing or about a comment on the paper; 31.8 Never asked the instructor

Science Activities: On a scale from 9 to 36, the mean response was 13.7 (Occasionally = 18). Thirty seven percent of the respondents indicated they were Never involved in/with science activities; the median response was 11.

The only item in this section to which fewer than 50% of the respondents answered Never asked if they memorized formulas, definitions and technical terms; 45.2% indicated Never; 18.1% occasionally; 36.7% indicated often or very often. More than 70% of the respondents Never tried to improve skills in using laboratory equipment; showed a classmate how to use a piece of equipment, explained experimental procedure, tried to explain a scientific principle to a classmate, or completed an experiment using scientific methods.

Forty five percent talked about social-ethical issues related to science and technology (energy, pollution, chemicals, genetics, etc.) or used information from a science class to understand some aspect of the environment. About one-third (34.6%) tried to explain to someone the scientific basis for environmental concerns about pollution, recycling, alternative forms of energy, etc.

Vocational Skills [These questions were limited to those enrolled in a vocational program or in a course in which occupational skills were taught; only half the returned surveys had valid responses in this section]. On a scale from 7 to 28, the mean was 14; the median was 15 and the mode was 16.

About 40% indicated they never practiced a procedure while being monitored; more than one-third (35.1%) often/very often practiced while being monitored. Forty-two percent never identified that there was a problem and located information on what to do; half never diagnosed a problem and carried out the appropriate procedure without having to consult any resource.

Clubs, Organizations and Athletic Activities: (these sections were not analyzed with regard to Mean, Median and Modal responses).

Only about one-third (34.1%) never looked for notices about campus events and student organizations. However, 55.4% never read about a student club or organization and 77.7% never attended a meeting of a student club or organization. Only 5.5% ever attended an athletic event; 11.9% participated in some sport or athletic activity.

Counseling or Career Planning [answer Yes or No]:

- 78.7% talked with a counselor/advisor about courses, requirements, education plans
- 52.1% discussed vocational interests/abilities
- 64.9% read information about a 4-year college
- 77.7% read materials about career opportunities
- 32.3% made an appointment to discuss transfer (even though 52.0% indicated their most important reason for attending was to prepare to transfer).

- 59.6% identified general education requirements (primarily for transfer).
- 34.6% discussed personal matters

Learning and Study Skills: With the exception of Time Management (47.1% received No instruction) most respondents received Some or A lot of instruction in memory skills, note taking skills, listening skills, writing skills, reading skills, test taking skills, and problem solving.

Estimate of Gains: Respondents were asked to think over their experiences at South Central up to this time and indicate to what extent [Very Little, Some, Quite a Bit, Very Much] they have gained or made progress in each of the following areas:

Gained Quite a Bit

Develop the ability to learn on my own 37.2%

Understanding myself, my abilities and interests 33.7%

Clarifying my own values 33.0%

Some Gain

Gaining information about career opportunities 43.7%

Putting ideas together; defining similarities and differences 39.9%

Writing clearly and effectively 38.6%

Presenting ideas effectively in speaking 38.3%

Developing clearer career goals 37.2%

Learning about different fields of knowledge 36.1%

(quite a bit - 36.1%)

Understanding people: getting along better with others 35.7%

Acquiring skills for a specific job 35.0%

Becoming aware of different philosophies 34.6%

Very Little Gain

Speaking another language 68.7%

Understanding\recognizing art, music, theater 58%

Developing good health habits 46.7%

Learning about other parts of the world 42.7%

Interest in political and economic events 41/9%

Acquire ability to use computers 41.4%

Interpreting information from graphs, charts 37.4%

Understanding the role of science and technology 35.0%

Seeing the importance of history for understanding the present (some gain 33.2%)

In no area did very much gain account for the highest percentage of respondents. The highest Gained Very Much percentage was 23.6% in the area of Understanding Myself, my abilities and interests.

College Enrollment:

- 68.9% would attend South Central again
- 53.3% found that **most** of the students friendly and supportive
- 48.5% found that **most** of the faculty were approachable and helpful
- 49.5% found that **most** of the courses are challenging, stimulating and worth while
- 31.8% indicated that **most** of the counselors, advisors, department secretaries they came in contact with were helpful, considerate and knowledgeable

  (18.8% - all were; 30.2% - some were; 19.3% - none were)
- 38.5% indicated that SCCC was a stimulating and exciting place to be **some of the time** (37.9% - most of the time)
- 59.8% indicated these were **a few places** to meet and study on campus (28.4% - ample places)